

Comprehensive Progress Report

Mission:

Renaissance West STEAM Academy Mission Statement:

We will nurture, develop, and celebrate the whole child while creating an emotionally safe, hands-on, collaborative learning environment where scholars are passionate, reflective, critical thinkers, and push through all challenges-academic and behavioral-and THRIVE.

Renaissance West STEAM Academy Vision Statement:

Vision:

The Renaissance West scholar will SMASH stereotypes, break the cycle of intergenerational poverty, and develop into a socially conscious change agent who, through excellent educational experiences, will be positioned to excel in high school, college, and career and give back to and build up their community.

Goals:

Guardrail 3: The percent of chronic absenteeism will decrease from 37.30% in SY 2023-24 to 32% in SY 2024-25. (A1.01, A4.06)

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math-I assessments in grades will increase from 33.3% in SY2024-25 to 38% in SY2025-2026. 9 A2.04, B303, CMS Goal 3)

Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-8 will increase from 16.1% in SY2024-25 to 23% in SY2025-2026. (A2.04, B3.03, CMS Goal 2)

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), Hispanic subgroup on math End of Grade assessments in grades 3-8 will increase from 51.4% in SY 2023-24 to 55.4% in SY 2024-25. (A4.01, B3.03, D1.02)

Guardrail 2: The number of OSS incidents will decrease from 10.3% in SY 2023-24 to 5% in SY2024-25. (A1.01, A4.06)

Goal 1: The percent of kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by the DIBELS will increase from 80.9% in SY 2024-2025 to 85.9% in SY 2025-26. (A2.04, B3.03, CMS Goal 1)

Guardrail 4: We will retain 90% of licensed classroom teachers throughout the 2024-25 SY. (C3.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>As of June 2025 the success we experienced related to this indicator in meeting our goal, RWSA successfully implemented a school-wide planning structure and utilized an instructional planning approach that facilitated growth. Weekly meetings with the principal helped build a school-wide culture that included an assessment calendar, alignment of assessments to standards, data analysis, and coaching practices, which collectively contributed to the observed academic improvements.</p> <p>As of June 2025 the opportunities that exist to address these challenges for the 2025-2026 school year, To address these challenges, the school has planned professional development sessions for the school year, allowing the leadership team members to collaborate with current coaches and administration. This approach aims to ensure that staff understand expectations and are prepared throughout the school year, fostering continued academic progress.</p> <p>Renaissance West STEAM Academy: B1.03 – A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.</p> <p>Goal: (B1.01-aligns with A2.04, A4.01, and B3.03) The percent of Black and Hispanic 3rd grade students who combined score at the College and Career Ready level -4 or 5- in English Language Arts will increase from 15.9% in October 2022 to 50% by October 2024. & The percent of 8th grade students who score at the College and Career level -4 or 5- on the Grade 8 Mathematics EOG will increase from 15.9% to 50% by October 2024.</p> <p>As of June 2023 Renaissance West made progress on this goal but did not fully meet it. We have the following unofficial data:</p> <ul style="list-style-type: none"> Please See Link For Table/Data Link To Data <p>As of June 2023 the success we experienced related to this indicator in meeting our goal is designing a school wide planning structure and utilizing the instructional planning approach to assist in growth reflected in our data. Part of this success centered around the weekly</p>	Limited Development 09/08/2022		

meetings with the principal to build a school –wide culture that included an assessment calendar, assessment alignment to standards, data analysis, and coaching practice.

As of June 2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator changes in leadership positions and the effect this has on our teachers who will be adjusting to a new coaching style.

As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year we have proactively found professional developments for this summer that will allow newly assigned members of the leadership team to work with current coaches and administration. During this time, new team members will have the ability to fully understand the expectations and have the ability to prepare for the upcoming school year.

[Click This Link to Access 2024 Table](#)

As of June 2024 the success we experienced related to this indicator in meeting our goal, The academy successfully implemented a school-wide planning structure and utilized an instructional planning approach that facilitated growth. Weekly meetings with the principal helped build a school-wide culture that included an assessment calendar, alignment of assessments to standards, data analysis, and coaching practices, which collectively contributed to the observed academic improvements.

As of June 2024 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator In the 2024-2025 school year, Renaissance West may face challenges due to changes in the leadership team. These changes will require a calibration period for the new leadership and adjustments for teachers adapting to different coaching styles. Despite these anticipated challenges, the school is committed to professional growth and maintaining focus on our goals.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year, To address these challenges, the school has planned professional development sessions for the summer, allowing newly assigned leadership team members to collaborate with current coaches and administration. This proactive approach aims to

ensure that new team members understand expectations and are well-prepared for the upcoming school year, fostering a smoother transition and continued academic progress.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:

When this objective is fully met, it will

Look Like: The principal and leadership team will meet weekly to discuss trends across the building from daily walkthroughs and informal observations. The team will identify next steps across the entire school and track progress towards those goals. Each leadership team member will have one on one coaching sessions to identify the focus and action steps for each grade level team. Teacher leaders will meet in PLC to discuss next steps with teachers and the implementation in the classroom.

Sound Like: Leaders discuss walkthrough data trends. Coaches/facilitators plan and collaborate on action steps. Teachers discuss, examine and expound on data fluidly using protocols the Get Better Faster trajectory.

Feel Like: A common understanding of school initiatives and best practices that are discussed in ILT and SIT meetings. A place where staff are encouraged to think outside of the box and explore new possibilities or extending their own learning and the learning of others.

Demetrus McDaniel

06/30/2026

Actions

4 of 6 (67%)

9/9/22 To facilitate the implementation of effective practices, all members of the School ILT will participate in weekly coaching sessions.

Complete 06/09/2025

Demetrus McDaniel

06/06/2025

Notes: Each week ILT members meet with their designated Admin to participate in coaching sessions and receive immediate feedback.

Each coach is assigned an administrator who also participates in PLCs with their coaches.

9/9/22 Application level- regularly recording instructional practices and looking at lesson plan feedback, walkthrough feedback and live PLC implementation.

Complete 06/09/2025

Demetrus McDaniel

06/06/2025

Notes: On a weekly basis, coaches, teachers, and EC teachers use one planning day to plan lessons and strategically pinpoint areas of impact to ensure all students are receiving the lesson in the most equitable manner.

Planning with our EC/Co-teachers helps with the no new teaching time to allow students to reloop on standards they were weakest in.

9/14/23	Develop and build on the protocols for ILT caseloads with weekly monitoring of specific practices both school-wide and specific teacher plans. Aligns with Charlotte Mecklenburg Schools Goal.	Complete 06/09/2025	Demetrus McDaniel	06/06/2025
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Notes: As part of monitoring for best practices of all teachers school-wide professional development is formed based on walk-through data, and student needs.

Coaches and Facilitators use PLC time to further develop their caseload through lesson modeling and recordings.

Instructional Leadership team meetings are conducted once per week on Monday.

9/9/22	To facilitate the implementation of effective practices, the ILT will meet weekly to discuss coaching protocols and caseloads, vertically align planning, and review walkthrough data.	Complete 06/26/2026	Demetrus McDaniel	06/06/2026
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Notes: Administration meetings occur once a week which includes the instructional leadership team. Documentation of all meetings and minutes are stored in Google for easy accessibility to what is the progress on a day to day basis with the ILT team.

9/26/25	Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).		Demetrus McDaniel	06/09/2026
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Notes:

9/26/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).		Demetrus McDaniel	06/26/2026
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Notes:

Implementation:		06/29/2025		
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Evidence	6/13/2025 EOY ILT Meeting - https://docs.google.com/document/d/1aVuLV-4oleuUKqv74FKALao0Y30xI0-UIX4-Si_HXSI/edit?tab=t.0 RWSA ILT Agenda - https://docs.google.com/document/d/1bk5MEtfbumRogQsEpXPYFTJmage13MtPiso7a88EQrg/edit?tab=t.0			
Experience	6/13/2025 The ILT Team met weekly. This gave us a oppurtunity to keep a pulse of the school.			
Sustainability	6/13/2025 Maintaining time to implement the walk throughs.			

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Renaissance West STEAM Academy: B3.03 – The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.</p> <p>As of June 2025, RWSA made growth in this area but did not fully meet. We were able to identify trends with the teachers and how to support teachers using coaching logs. We found that we were not implementing the logs consistently to meet the needs of the Pillars we adopted to move students. Due to the transition of teachers, we did not complete Walkthroughs consistently to monitor the pillars. Where we found the most success was in making sure the grades were equitable and fair for the students in their grade.</p> <p>Starting in August 2025, the ILT team will meet to confirm the teaching coaching agenda, coaching log and caseload for the upcoming school year. We are also adding to our school calendar, 2 walkthroughs a month to ensure we keep them consistent. We will make an agreement to keep the walkthroughs as a non-negotiable, even if all of the team is available.</p> <p>Goal: The percent of Black and Hispanic 3rd grade students who combined score at the College and Career Ready level -4 or 5- in English Language Arts will increase from 15.9% in October 2022 to 50% by October 2024. & The percent of 8th grade students who score at the College and Career level -4 or 5- on the Grade 8 Mathematics EOG</p>	Limited Development 09/06/2024		

will increase from 15.9% to 50% by October 2024.

As of June 2024 Renaissance West made progress on this goal but did not fully meet it. We have the following unofficial data: Renaissance West STEAM Academy made significant strides towards meeting their goal targets by June 2024, although the goals were not fully achieved. For 3rd grade students, the percentage scoring at the College and Career Ready level increased by 14.2%, reaching a total of 43.3%. Black 3rd grade students saw a remarkable increase of 17.2%, reaching 43.4%, while Hispanic 3rd grade students experienced a decrease of 8.7%, bringing their total to 12.5%. In 8th grade, the percentage of all students scoring at the College and Career Ready level increased by 8.4%, reaching 39.7%. Black 8th grade students improved by 7.4%, reaching 37.2%, and Hispanic 8th grade students saw a modest increase of 2.7%, achieving a total of 30.0%. These improvements, although falling short of the 50% target, demonstrate substantial progress towards the ultimate goal.

As of June 2024 the success we experienced related to this indicator in meeting our goal: Renaissance West experienced considerable success through the implementation of entry and exit tickets, as well as weekly check-ins (mini quizzes) to track student progress. These strategies provided immediate data points to measure student success and allowed for timely interventions. School-wide incentives further motivated students to engage with their academic work, contributing to the overall progress observed.

As of June 2024 the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator: While teachers were more intentional with following their planned strategies, the challenge of encouraging students to think aloud and endure productive struggle remained significant. These skills are crucial for academic growth, and despite some improvements in instructional adherence, students still faced difficulties in these areas, highlighting an ongoing challenge for the school.

As of June 2024 the opportunities that exist to address these challenges for the 2024-2025 school year: Opportunities to address these challenges in the 2024-2025 school year include increasing professional development(2.0) focused on teaching students how to think aloud and endure productive struggle. The instructional team plans to implement more structured support systems, such as peer mentoring and targeted interventions, to help students develop these skills. Additionally, enhancing classroom visibility and providing consistent feedback will ensure that teachers remain committed to their planned strategies, ultimately fostering a more resilient and engaged student body.

I-Ready software Cost : \$3399.15. I-Ready provides personalized, data-driven instruction that adapts to the needs of our individual students. I-Ready supports teachers and students by offering a scalable solution for improving literacy gaps in grades 3-8.

As of June 2023 Renaissance West made progress on this goal but did not fully meet it. We have the following unofficial data: EOG Composite Reading and Math

- Please see Link for Data [Link To Data](#)

As of June 2023 the success we experienced related to this indicator in meeting our goal is we saw a constant average of at least a 7 point increase in students MAP data scores for both 3rd and 8th grade Black and Hispanic students. Renaissance West was able to utilize classroom entry ticket data points and able to compare those data points to exit ticket data for immediate student success. Each MAP testing session was accompanied with school-wide incentives such as being able to pie the face of the principal, assistant principals, and dean of students. We were also able to analyze quarterly assessment data where our teachers worked outside of school for a full day of planning to prep for remediation strategies to focus on for their students. Teachers received weekly coaching, plc, and data days throughout the school year. All classrooms received at least 2 walkthroughs a week and received immediate feedback through SchoolMint. SchoolMint helped

the instructional team keep track of teachers who have been recently supported.

As of June 2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator would be not consistently following the plans made to assist students in their educational development. During the challenging times, we have occasionally observed teachers abandoning their plans and reverting back to what they have done in the past.

[Click This Link For Data Table](#)

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:		Objective Met 06/29/25	Demetrus McDaniel	06/12/2025
Actions				
9/6/24	<p>Calibration Walk Throughs will be conducted using the CMS Evidence Collection Tool/Ren West electronic walk-through form, with a focus on instructional trends.</p> <p>Principal McDaniel will develop and implement the Ren West patterns and trends walkthrough cycles with specific look-fors to assess the current state of curriculum. (FAM-S, Guardrail 4, Guardrail 1)</p>	Complete 06/06/2025	Demetrus McDaniel	06/06/2025
<i>Notes:</i> ILT discussed trends happening in the building.				

	9/6/24	The ILT will have assigned coaching logs to support and provide feedback around instructional look for's and strategies, curriculum implementation, management, student/family support and other designated needs. (FAM-S, Goal 1, Goal 2, Goal 3)	Complete 06/06/2025	Demetrus McDaniel	06/06/2025
		<i>Notes:</i> Coaching logs were not consistently kept due to MCLs having to sub in classrooms due to teachers absences.			
	9/6/24	All staff will implement consistent, effective, and fair grading practices, including maintaining effective communication with scholars and families. To monitor and support gradebook practices, we will conduct monthly gradebook audits to ensure all teachers are in compliance with the district grading policy. (FAM-S, Guardrail 3, Guardrail 4)	Complete 06/06/2025	Demetrus McDaniel	06/06/2025
		<i>Notes:</i> Teachers ensured grades were done in a timely manner.			
Implementation:			06/29/2025		
	Evidence	6/29/2025 https://docs.google.com/spreadsheets/d/1uf8N6radUnrU6A1AOVV5XOGBctzUgClcTHv9rFH09hw/edit?usp=sharing			
	Experience	6/29/2025 ILT team noticed trends in the building with instruction and developed solutions to address them.			
	Sustainability	6/29/2025 Frequency of walkthroughs			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>As of June 2025, Due to the cost and inconsistency with the online program, SchoolMint, we are hoping to purchase the Remarkable Tablets, including protective covers from.</p> <p>The rationale for purchasing the Remarkable tablet to support the Instructional Team in providing immediate feedback to their caseload of teachers is based on both cost efficiency and streamlined communication. The key reasons are cost savings, immediate feedback, integration with Google and Paperless Process.</p> <p>By using the Remarkable, we can reduce the recurring costs associated with purchasing online feedback programs. This one-time investment in the Remarkable tablet will eliminate the need for continual subscriptions, ultimately saving the team money in the long term.</p> <p>The Remarkable tablet provides a highly efficient and effective way for</p>	Limited Development 09/29/2023		

instructional coaches to provide quick, handwritten feedback directly on digital documents. This enables more personalized and detailed responses to teachers, improving the speed and quality of coaching. Not only does it provide quick responses, but The Remarkable tablet's ability to easily upload documents directly to Google Drive means that feedback, notes, and resources can be shared quickly and seamlessly with the entire team. This integration will enhance collaboration, making it easier to access and review feedback at any time.

The Remarkable will help reduce paper usage, supporting the organization's sustainability efforts while also making it easier to track, store, and organize feedback digitally.

We believe the purchase of the Remarkable tablet aligns with the goal of improving efficiency and reducing ongoing costs, while fostering a more effective and environmentally friendly feedback system to help keep track of our teachers growth and capacity.

Goal: The percent of Black and Hispanic 3rd grade students who combined score at the College and Career Ready level -4 or 5- in English Language Arts will increase from 15.9% in October 2022 to 50% by October 2024. & The percent of 8th grade students who score at the College and Career level -4 or 5- on the Grade 8 Mathematics EOG will increase from 15.9% to 50% by October 2024.

As of June 2023 Renaissance West made progress on this goal but did not fully meet it. We have the following unofficial data:

EOG Composite Reading and Math

Please see [Link for Data](#) [Link To Data](#)

As of June 2023 the success we experienced related to this indicator in meeting our goal is we saw a constant average of at least a 7 point increase in students MAP data scores for both 3rd and 8th grade Black and Hispanic students. Renaissance West was able to utilize classroom entry ticket data points and able to compare those data points to exit ticket data for immediate student success. Each MAP testing session was accompanied with school-wide incentives such as being able to pie the face of the principal, assistant principals, and dean of students. We were also able to analyze quarterly assessment data where our teachers worked outside of school for a full day of planning to prep for remediation strategies to focus on for their students. Teachers received weekly coaching, plc, and data days throughout the school year. All

classrooms received at least 2 walkthroughs a week and received immediate feedback through SchoolMint. SchoolMint helped the instructional team keep track of teachers who have been recently supported.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

<p>How it will look when fully met:</p> <p>Link to CNA</p> <p>When this objective is fully met, it will:</p> <p>Look Like: Teachers building instructional and teacher leader capacity to meet the academic needs of all students due to intense coaching, timely feedback, weekly walkthroughs and formal observations. Therefore, there will be a positive increase in student data and progress in increasing our school composite score. As instructional capacity is reached in the classroom, teachers will request or be encouraged to take on coaching roles to support new teachers. Teachers will take leadership roles in the building that promote the success of the school improvement plan. Teachers will have access to opportunities to lead in their areas of interest and expertise at levels beyond the school building.</p> <p>Sound Like: Teachers having conversations with their coaches and admin to discuss their instructional strengths and areas of growth for improvement. The ILT members having collaborative conversations to provide effective, research based instructional practices and support to teachers. Teachers posing action research questions and seeking answers to challenges, growth opportunities, and new ideas.</p> <p>Feel Like: Teachers feel engaged with the coaching framework and model. They are aware of where they are and where they need to improve and also feel supported to meet their students' needs. A sense of community is created between ILT and teachers that increases instructional capacity and student scores in our school. Teachers empowered to grow and explore both within and outside their current area of expertise.</p>		<p>Objective Met 06/29/25</p>	<p>Demetrus McDaniel</p>	<p>06/30/2026</p>
<p>Actions</p>				
<p>5/19/25</p>	<p>Additional ATSI funding received in Feb 2025 was to provide additional support for the SWD subgroup. The funds were used to provide additional instruction by implementing an afterschool program.</p>	<p>Complete 05/20/2025</p>	<p>Demetrus McDaniel</p>	<p>05/20/2025</p>
<p><i>Notes:</i></p>				

9/29/23	Within the 2023-24 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by Leveraging the Teacher Leader Pathway program to increase access for all students to highly effective teachers and coaches.(Guardrail1, Guardrail 4)	Complete 06/06/2025	Sanders Fairley	06/06/2025
<p><i>Notes:</i> Link to CNA:</p> <p>https://docs.google.com/document/d/1EuVXJ1sxDZHuxITk4c6N1F00R1D2ZQke/edit?usp=sharing&oid=117117389116930229264&rtpof=true&sd=true</p> <p>Link to Self-Assessment</p> <p>https://docs.google.com/document/d/1xeIBfbfhNibLypqrmJdTr4snUfII4quoGwtHqqle4j0/edit?usp=sharing</p>				
Implementation:		06/29/2025		
Evidence	6/29/2025 We have over 18 EITs to meet the needs of the students.			
Experience	6/29/2025 TLP teachers(MCL) met with TLP rep to ensure requirements for TLP was met.			
Sustainability	6/29/2025 Providing EITs with more leadership opportunities.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Renaissance West STEAM Academy: A4.01 – The school implements a tiered instructional system that allows teachers to deliver evidence based instruction aligned with the individual needs of students across all tiers.</p> <p>As of June 2025, Renaissance West STEAM Academy continued to make progress toward implementing a strong tiered instructional system, though we have not yet fully met our goal. Preliminary data shows that College and Career Readiness (CCR) increased from 20.7% in 2023 to 26.8% in 2024—a 6.1% gain—and then rose again to 32.2% in 2025, reflecting an additional 5.4% increase. While this steady growth is encouraging, we remain below our 50% target.</p>	Limited Development 09/06/2024		

This progress was achieved despite a key staffing gap: during the 2024–2025 school year, we did not have an MTSS coordinator. As a result, our instructional coaches assumed responsibility for MTSS processes, including testing, student placement, and intervention planning. Their leadership and collaboration with teachers ensured that students received the support they needed, especially those in the bottom 1% based on academic and behavioral indicators.

A continued challenge has been students' difficulty with productive struggle and thinking aloud. Even with a “no new teaching” intervention block included in the master schedule, many students struggled to persist through rigorous tasks or articulate their thought processes—skills essential for deeper learning and problem-solving.

To address this, we plan to strengthen behavioral and emotional support through small-group work led by the Student Services and BMT teams. We will expand community partnerships to bring in mentors and increase student incentive programs. Teachers will also receive professional development focused on helping students build academic stamina, resilience, and metacognitive skills during instruction and intervention.

Goal: Renaissance West STEAM Academy will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index year 2022-2023 and school year 2023-2024.

As of June 2023 Renaissance West made progress on this goal but did not fully meet it. We have the following unofficial data: *this data is based upon preliminary annual Proficiency comparison

- Please See [Link for Table/Data](#) Link To Table/Data -This data reflects all students who took an EOG assessment and scored an achievement level of 3, 4, or 5.

As of June 2023 the success we experienced related to this indicator in meeting our goal began with our MTSS coordinator ensuring all students were tested in our school and placed accordingly to their results for proper interventions. We were also able to focus on the bottom 1%ers based on their trends with behavior and academic performance to get them proper services to ensure their academic success. We also had a great team of coaches and teachers to ensure all of our plans were implemented with fidelity.

As of June 2023 the challenges that we are facing in meeting our 2023-

2024 SIP goal targets aligned to the indicator we did not have a dedicated time for no new teaching for specific grade levels. This missed opportunity took away the ability to fully utilize this time for implementation of interventions. As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year our student services/BMTs team continuously work with small groups on emotions and behaviors, we have begun bringing in mentors with our partners and implementing more incentives for our students. We are also ensuring our master schedule includes a no new teaching block to implement interventions. As we begin to construct the master schedule for next year we will work to include a time specifically outlined in the schedule for this time. Behavior challenges are being addressed with the help from our student services team and mentors who we have partnered with.

As of June 2024 Renaissance West made progress on this goal but did not fully meet it. Renaissance West STEAM Academy made notable progress towards their goal of achieving 50% College and Career Ready (CCR) levels, though they did not fully meet it. Preliminary data indicates an increase in the CCR percentage from 20.7% in 2023 to 26.8% in 2024, reflecting a 6.1% growth. While this shows improvement, it falls short of the 50% target set for the overall school index for the 2022-2023 and 2023-2024 school years. As of June 2024 the success we experienced related to this indicator in meeting our goal, The success at Renaissance West STEAM Academy stemmed from effective interventions and strategic support. The MTSS coordinator played a crucial role by ensuring that all students were tested and appropriately placed for interventions. Focused efforts on students in the bottom 1% based on behavior and academic trends led to tailored services that enhanced their academic success. The dedication and fidelity of coaches and teachers in implementing the plans also contributed significantly to the progress. As of June 2024 the challenges that we are facing in meeting our 2024- 2025 SIP goal targets aligned to the indicator, While a 'no new teaching' block was included in the master schedule, students struggled with productive struggle and thinking aloud. These skills are essential for developing critical thinking and problem-solving abilities, but many students found it challenging to persevere through difficult tasks and verbalize their thought processes. As of June 2024, the opportunities that exist to address these challenges for the 2024-2025 school year, Opportunities to address these challenges include enhancing emotional and behavioral support through small group sessions conducted by the

student services/BMTs team and engaging community partners to bring in mentors. Implementing more student incentives and structured mentorship programs can further support academic and behavioral improvements. Additionally, professional development for teachers focused on strategies to help students endure productive struggle and think aloud can provide further support.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

Look Like: All classroom teachers and support staff providing solid core instruction and interventions to scholars. Each stakeholder working to build and maintain relationships with scholars daily to encourage full engagement. Small groups of students working on targeted skills to build a bridge from off grade level instruction to mastering on grade level content. Classroom and intervention data is tracked utilizing AIMS Web and SchoolNet. Teachers and scholars hold conferences quarterly to inform and encourage scholar growth. Parents are updated quarterly on scholars' growth and are involved in the decision making process. The standard treatment protocol is used with fidelity and partnered with hands-on instruction. MTSS PLC time is consistent and valued by all stakeholders . The MTSS system is an established, well communicated process. The MTSS leadership team meets monthly to review data, reflect on the progress, and refine clear and concise steps for whole school achievement.

Sound Like: Scholars are able to articulate their individual growth tracking data in scholar data binder. There is one common "sound"/understanding about how and why we use data by all stakeholders.

Feel Like: A collective process that is shared by all. The MTSS process provides real results on academic achievement. Our scholars take pride and ownership in their academic progress.

**Objective Met
06/29/25**

Dauida Campbell

06/06/2025

Actions				
9/6/24	TSI Required Action: Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention iReady to increase overall performance of ML students. (FAM-S 3)	Complete 06/06/2025	Kurt Thompson, Ayanna Morgan	06/06/2025
<i>Notes:</i> Students practiced and completed their trajectory on iReady.				
9/6/24	Teachers will differentiate and use a tiered instructional system based on data to support whole group, small group, and individual interventions. (Goal 2, Guardrail 1, and FAM-S 3)	Complete 06/06/2025	Kurt Thompson , Ayanna Morgan	06/06/2025
<i>Notes:</i> With the funds provided for the EC sub group, we implemented extended day tutoring to give additional instruction for those students.				
9/6/24	By midyear, students who are not making progress (ELA,Math,Science) based on the strategies and supports provided in core instruction will be referred to the MTSS team for (Tier 2) support. (Goal 2, Guardrail 1, and FAM-S 3)	Complete 06/06/2025	Kurt Thompson, Ayanna Morgan	06/06/2025
<i>Notes:</i> With the funds provided for the EC sub group, we implemented extended day tutoring to give additional instruction for those students.				
Implementation:		06/29/2025		
Evidence	6/29/2025 https://www.canva.com/design/DAGX6RT2ekE/Bdg2D1gXJbe8ymSdWJHbqw/edit?utm_content=DAGX6RT2ekE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton			
Experience	6/29/2025 Students and teachers used iReady to close gaps.			
Sustainability	6/29/2025 Making sure students understand the data and document their progress.			
Core Function:		Domain 3: Instructional Transformation		
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction		

KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Renaissance West STEAM Academy: A1.07 – ALL teachers employ effective classroom management and reinforcement classroom rules and procedures by positively teaching them.</p> <p>As of June 2025, Renaissance West STEAM Academy has made steady progress toward the A1.07 objective: ensuring all teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. During the 2024–2025 school year, teachers continued to utilize Class Dojo school-wide as a consistent, positive reinforcement system. Through this platform, students earned points for exhibiting appropriate behavior and adhering to expectations, which they could redeem at the school store—a motivational strategy that remained popular across grade levels. Additionally, the AttenDance initiative continued to incentivize student attendance and was met with strong participation, particularly in the early part of the year.</p> <p>Analysis of attendance data reveals both promising developments and areas that require focused attention. The overall year-to-date attendance rate held relatively stable, with 90.3% in 2024–2025 compared to 90.7% in the previous year. Encouragingly, Quarter 1 attendance increased from 92.6% to 93.3%, demonstrating that students returned to school engaged and responsive to early-year behavioral and attendance routines. However, as the year progressed, we observed a decline in consistency. Quarter 3 attendance dropped from 91.0% to 89.1%, and Quarter 4 attendance decreased further from 89.2% to 87.9%. These downward trends indicate a need for renewed efforts in sustaining engagement through the later stages of the academic year, particularly by revisiting incentive strategies and reinforcing expectations.</p> <p>Chronic absenteeism followed a similar pattern. In Quarter 1, the percentage of chronically absent students decreased significantly from 26.5% to 22.7%, reflecting the effectiveness of our early intervention and incentive programs. Yet by Quarter 4, chronic absenteeism had increased from 39.9% to 44.4%, a notable rise that signals the importance of maintaining consistent support systems and student accountability over time. Alongside attendance concerns, out-of-school suspensions also increased—from 126 in 2023–2024 to 165 in 2024–2025. The most substantial increases occurred in Quarters 2 and 3, where suspensions rose from 20 to 41 and from 48 to 58, respectively.</p>	Limited Development 09/07/2022		

This suggests that despite ongoing efforts in classroom management, further support is needed to address behavioral escalations before they result in exclusionary discipline.

In the absence of the Panarama survey, we relied more heavily on observable indicators and school-based initiatives to guide our behavior reinforcement strategies. The student services team played an increasingly vital role in classroom support, hosting weekly MTSS meetings, providing teacher coaching, and organizing small groups focused on social-emotional learning and behavior intervention. These groups, led by counselors, BMTs, and social workers, provided targeted support for students and reinforced schoolwide behavioral expectations.

For 25-26 school year, we recognize the need to strengthen our mid- and end-of-year supports to sustain gains made early in the academic year. We will continue to invest in schoolwide positive behavior frameworks. As we refine our classroom management strategies, we remain committed to cultivating a learning environment where all students are engaged throughout the school.

Goal: Students reporting a positive self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 and 43% in Grades 6-8 in school year 2021 to 68% in Grades 3-5 and 50% in Grades 6-8 in school year 2023-2024.

As of June 2023 Renaissance West made progress on this goal but did not fully meet it. We have the following data:

For grades 3 – 5 we have official Panorama Survey data that reflects an increase from Fall 2021 from 53% to 57% for the Fall 2022 school year. Spring data slightly decreased from 55% in Spring 2021 school year to 52% Spring 2023.

For grades 6-8 we have official Panorama Survey data that reflects an increase in student self-efficacy from Spring 2021 of 39% to 42% in the Spring for the 2023 school year. The fall timeline data also increase from 39% in 2021 to 41% Fall 2022 school year.

As of June 2023 the success we experienced related to this indicator in meeting our goal is that we have implemented a school-wide incentive program. Beginning this school year, all teachers participated in Class Dojo where students earned points for our newly opened school store. The store items were on a point scale which motivated students to follow rules and behaviors taught in the school. Tied to this was also an

attendance incentive where students were able to attend the Attendance.(Daily attendance rate) Our student services team also played a huge role in the success of classroom management. For example, if a student(s) did not achieve the award for any specific quarter small groups were formed with our counselors, BMTs and social workers to reinforce positive behavior and following the rules.

As of June 2023 the challenges that we are facing in meeting our 2023-2024 SIP goal targets aligned to the indicator is that our students at the middle school level students interest in the incentives. Due to the lack of interest, our teachers at the middle school level also lack buy-in to the initiative. To help with this we have formed a group for our middle school teachers to participate in to develop an incentive plan.

As of June 2023 the opportunities that exist to address these challenges for the 2023-2024 school year is to continue the meetings during MTSS for student services to present the challenges they are observing and training the Instructional Leadership team as well as teachers on how to better address and support our students. Our student services team will also shaped various small groups based on feedback from teachers and students who did not earn the incentive for the quarter. Within those groups the focus is centered on Self-efficacy, Motivation, and Overcoming Challenges. We plan to also work with our partners and mentors from the community to assist with student improvement centered around behavior, self-efficacy, and self-awareness.

As of June 2024 Renaissance West made progress on this goal but did not fully meet it. We have the following data:

For grades 3 – 5 we have official Panorama Survey data that reflects an increase from Fall 2021 from 53% to 57% for the Fall 2022 school year. Spring data slightly decreased from 55% in Spring 2021 school year to 52% Spring 2023.

2024: 3-5 grade Panorama Survey remained the same at 52%.

For grades 6-8 we have official Panorama Survey data that reflects an increase in student self-efficacy from Spring 2021 of 39% to 42% in the Spring for the 2023 school year. The fall timeline data also increased from 39% in 2021 to 41% Fall 2022 school year.

2024: 6-8 grade Panorama Survey remained the same at 42%

As of June 2024, Renaissance West successfully implemented a school-wide incentive program, with all teachers participating in Class Dojo.

This program allowed students to earn points for a newly opened school store, motivating them to follow rules and exhibit positive behaviors. Additionally, an attendance incentive called AttenDance remained a hit and even more students participated each quarter. The student services team also contributed to classroom management success by forming small groups with counselors, BMTs, and social workers to reinforce positive behavior.

As of June 2024, the challenges that we are facing in meeting our 2024-2025 SIP goal targets aligned to the indicator One significant challenge was the decrease in Panorama Survey data participation due to the newly implemented parental online consent requirement. Despite the efforts of Parent Square and connected calls to encourage participation, the new requirement posed a barrier. This lack of participation was particularly notable among middle school students, which also affected teacher buy-in to the incentive initiatives.

As of June 2024, the opportunities that exist to address these challenges for the 2024-2025 school year is to Given the great progress we have seen, we will continue with weekly student services team meetings and adjust as needed. Opportunities for the 2024-2025 school year include ongoing MTSS meetings to discuss observed challenges and providing training for the Instructional Leadership team and teachers on better supporting students. The student services team plans to shape various small groups focused on self-efficacy, motivation, and overcoming challenges. Additionally, partnering with community mentors and organizations can further assist in improving student behavior, self-efficacy, and self-awareness. Strengthening communication and simplifying the consent process may also increase participation in future surveys.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

<p>How it will look when fully met:</p>	<p>When this objective is fully meet, it will</p> <p>Look Like: Teachers holding daily morning meetings where they are fully engaged with scholars identifying emotions and needs to be met to create a successful day of learning. Teachers will collaborate with social workers and counselors to address scholar physical and emotional needs. Teachers are regularly integrating positive behavior supports into the daily flow of class. Panorama survey indicates SEL growth in all areas. Classroom behavior expectations are ingrained in daily activities.</p> <p>Sound like: Positive conversation and acknowledgement among staff and scholars. Teachers teaching and modeling our core behaviors school-wide. Teachers calling home with positive reports. Words and works of kindness permeate the campus. Feel like: A community of joy, kindness and caring. It feels like a safe and inviting place to work.</p> <p>Feel like: A community of joy, kindness and caring. It feels like a safe and inviting place to work.</p>		<p>Sanders Fairley</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>4 of 5 (80%)</p>		
<p>9/14/23</p>	<p>Develop and execute school-wide behavior matrix monitored by the administration team on a daily basis to ensure decrease in student suspensions. Aligns with Goal: Students reporting a positive self-efficacy on the Fall Panorama Screener will increase from 61% in Grades 3-5 and 43% in Grades 6-8 in school year 2021 to 68% in Grades 3-5 and 50% in Grades 6-8 in school year 2023-2024.</p>	<p>Complete 02/02/2024</p>	<p>Sanders Fairley</p>	<p>06/06/2025</p>
<p><i>Notes:</i> Renaissance West STEAM Academy Behavior plan</p> <p>Development of the Behavior ensures our students and staff has a clear understanding of the expectations, next steps, and celebrations.</p> <p>Behavior Matrix Plan Link: https://drive.google.com/file/d/1DjllFk1keSmd2RRI3P_fcCf_DX8BSJVI/view?usp=drive_link</p>				
<p>9/8/22</p>	<p>Professional Development and coaching will be provided to all staff on the following: the importance of Social and Emotion Learning and Panorama Survey.</p>	<p>Complete 02/28/2023</p>	<p>Demetrus McDaniel</p>	<p>06/30/2025</p>

Notes: On September 7th, 2022, all certified staff members received professional development from Renaissance West Student Services Team Members. The professional development was on SEL, Panorama Survey, and how to effectively delivery SEL lessons school wide.

The Panorama Survey was completed October 12th - 26th. K-2 teacher perception survey resulted in 91.8% completion (223/243). 3-8th Student SEL and Well-being survey (91.2%- 395/433), 3-8th Student supports and environment survey (92.4%- 400/433)

9/8/22 A K-5 and middle school incentive system will be implemented throughout the school year. Teachers and students will have buy-in to the incentive program as rewards will be based off of a newly implemented Behavior Plan matrix, Class Dojo points, attendance, academic progress, and behavior.

Complete 05/13/2024

Demetrus McDaniel

06/30/2025

Notes: RenWest has conducted 8 behavior celebration (dojo Points) and 1 quarterly celebration(AttenDance). Students were also able to earn Dojo points to participate in RenWest newly opened School Store.

Students who did not earn enough points to participate in the celebrations or school store received small group sessions with our counselors, social workers, and BMTs for support and positive reinforcement.

School-wide reflection of student progress has been reflected throughout the school by posters created.

Trips sponsored by partners have allowed students who showed growth on benchmarks, MAP testing, and quarterly assessments were taken to Defy Gravity, Sky Zone, Beat The Streets Play, etc. Students have also had the opportunity to attend several dances for perfect attendance as well as pie an administrator of their choice by growing 10 or more points in MAP.

The behavior matrix has been continuously utilized school-wide. Reflections in a decrease of our suspension rates and more student focused groups with counselors/BMTs/and Social Workers.

***Keeping track of repeat students is discussed in the weekly Student Services meeting with Principal Thompson. These meetings take place every Monday from 9:50-10:50am.

9/8/22	Cultural Responsive Teaching will be a continued professional development focus. Led by school assigned Teacher Leaders, teachers and all staff will be exposed and held accountable for implementing the tenets of Culturally Responsive Teaching by Zaretta Hammond. Records of PD will be recorded monthly.	Complete 05/13/2024	Demetrus McDaniel	06/30/2025
<p><i>Notes:</i> A new Teacher Leader Group was structured for the 2022-2023 school year to continue the professional development around culturally responsive teaching. This group of teachers meet once a month to plan and organized specifics pertaining to our student needs and align with - Culturally Responsive Teaching by Dr. Zaretta Hammond</p> <p>Professional Development dates: 9/14/22, 11/9/22, 3/15/23, 4/19/23</p> <p>Supporting articles:</p> <p>Avoiding Racial Equity Detours - https://drive.google.com/file/d/17vKG3XkrfP_78DiC_xT_ROqtc57GcGq4/view?usp=sharing</p> <p>Expert Pack Leadership - https://drive.google.com/file/d/1jiDvxs5R2VdxD8FLdH8L814_sMkBLB6S/view?usp=sharing</p>				
9/26/25	Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).		Demetrus McDaniel	06/25/2026
<i>Notes:</i>				
Implementation:		12/09/2024		
Evidence	12/9/2024			
Experience	12/9/2024			
Sustainability	12/9/2024			